

Unit Planning Guide: Grade 2 Unit 8 of 8

Unit Title: Solidifying 2 nd grade concepts	Pacing (Duration of Unit): 4 weeks
Grade: 2	Buffer Day(s):

Desired Results

Transfer Goals (Priority practice standards in **bold**)

Students will be able to independently use their learning to:

- MP.1. **Make sense of problems and persevere in solving them.**
- MP.2. **Reason abstractly and quantitatively.**
- MP.3. **Construct viable arguments and critique the reasoning of others.**
- MP.4. **Model with mathematics.**
- MP.5. **Use appropriate tools strategically.**
- MP.6. **Attend to precision.**
- MP.7. **Look for and make use of structure.**
- MP.8. **Look for and express regularity in repeated reasoning.**

Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

Prerequisite Standards:

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Standards (Priority Standards in **bold**):

- **2.OA.2: Fluently add and subtract within 20 using mental strategies. By end of grade 2, know from memory all sums of two one-digit numbers.**
- **2.OA.MA.2a: By the end of grade 2, know from memory related subtraction facts of sums of two one-digit numbers.**
- **2.NBT.4: Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, $<$ symbols to record the results of comparisons.**
- **2.NBT.7: Add and subtract within 1000, using concrete models or drawings and strategies based on place value,**

WIDA for English Language Learners

Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting

Standard 3: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Mathematics**

In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports.

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properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

Meaning (*Mostly assessed through Performance Tasks/Assessments)

Big Ideas: (Statements and concepts written in teacher friendly language which reflect the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)

- A digit's placement in a number affects its value.
- Numbers can represent quantity, position, location, and relationships.
- Place value is based on groups of ten.
- Knowing addition and subtraction strategies are important for solving everyday problems.

Essential Questions: (Questions which frame ongoing and important inquiries about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)

- How does a digit's placement affect its value?
- How do I show that understanding place value will help when adding and subtracting numbers?
- How can we solve the same problem in different ways?
- How will being fluent with my addition and subtraction facts help me in third grade?

Acquisition (*Mostly assessed through traditional summative assessments)

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Knowledge: Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.

Students will know ...

- Numbers can be represented by ones, tens, and hundreds
- Positions of the digits in numbers determines the value of the number
- 100 can be thought of as a bundle of 10s called a “hundred”
- They can compose or decompose tens and hundreds to add and subtract three-digit numbers.
- From memory sums of two one digit numbers and related subtraction facts.

Key Academic Vocabulary:

Skills: The discrete skills and process students should be able to use independently.

Students will be skilled at:

- Adding and subtracting within 20 fluently (by end of year) (Remember)
- Reading, writing, and counting within 1000 using numerals, number names, and expanded form. (Remember)
- Using place-value models to represent add and subtract numbers up to 1000. (Apply)
- Explaining reasoning when comparing numbers and using symbols to record comparisons. (Analyze)
- Using a variety of mental strategies to add and subtract (Apply)
- Adding and subtract fluently within 100. (Remember)
- Adding up to four two-digit numbers. (Remember)
- Explaining why addition and subtraction strategies work using place value and the properties of operations.(Evaluate)

Resource Suggestions: